Anti-Bullying Policy

Wellington Primary School

Approved by:	Governing Body	**Date:** Febuary 2025
Last reviewed on:	February 2024	
Next review due by:	January 2026	

ANTI-BULLYING POLICY

Links with the UN Convention on the Rights of the Child

Article 2 (Non-discrimination): All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 19 (Respect for the views of the child): Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 29 (Goals of education): Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Aim

To stop bullying should it occur and to deliver an atmosphere where bullying is less likely to occur.

Rationale

Wellington Primary School is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff. Our school is working towards the silver level of the Rights Respecting Schools Award and all stakeholders are committed to upholding children's rights. We strive for excellent standards and have high expectations for each of the children in our care. We recognise that the most effective way to minimise bullying is to create a disciplined and caring environment where each child has the right to feel valued and be treated with respect.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4)

Forms of bullying

At Wellington, we recognise that bullying can take many forms:

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive impressions
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or Disability – These pupils are often greater risk of bullying. These can be characterised by;

- Name calling
- Comments on appearance
- Comments with regard to perceived ability and achievement levels

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers. It is against the rules at Wellington Primary School for any pupil to have a mobile phone on their person during the school day. Some pupils who may be walking home alone may bring a mobile to school, but it must be handed into the school office at the beginning of the day and collected at the end of the day.

Cyberbullying – this can take many forms. The following are just a few examples:

- Making fun of another user in an Internet chat room.
- Harassing a user over an instant messaging session.
- Posting derogatory messages on a user's Face book or social networking page.
- Circulating false rumours about someone on social networking websites.
- Publishing lewd comments about another person on a personal blog.
- Posting unflattering pictures, indecent images, videos and/or written messages with sexually explicit content of another user on the Web. Sexting
- Spamming another user with unwanted e-mail messages.
- Sending threatening or provocative e-mails.
- Repeatedly calling another person's mobile phone.

Bullying is not:

- It is important to understand that bullying is **not** falling out with friends once or twice, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

At Wellington, the pupils are taught the following message:
S.**T**.**O**.**P**.
Bullying is if someone does something unkind to you
Several
Times
On
Purpose
If someone does bully you, you must -
Start
Telling
Other
People

Rights and Rights Respecting Actions

It is the right of every child and member of staff at Wellington Primary School to:

• feel safe from verbal, mental and physical abuse on their way to and from school and whilst in school;

• not be subjected to derogatory name-calling, insults, racist jokes, discussions, ridicule and abuse.

To ensure that we are all able to enjoy these rights, every child (if they are able to) and member of staff at Wellington Primary School must:

• communicate to someone if any of their rights are being abused;

• communicate to someone if they have observed someone else's rights being abused;

• try to prevent abuse and take action to improve the life of someone whose rights have been abused.

Dealing with bullying
When a child says that they are being bullied, or a parent reports them to be being so, we discuss the child's concerns with him/her and perhaps his/her parents. We will try to establish whether bullying is an appropriate term for the concern. However, whether we think it to be so or not we will acknowledge the child's concern and deal with the issue.

Adults working in the school know to refer the complaint to the headteacher if s/he thinks a child is being bullied. If a teacher is in doubt whether bullying is an appropriate term to describe a child's concern, s/he will always refer the matter to the headteacher.

Bullying will not be tolerated and any sanctions would be determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school**. An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. Any exclusion for even a short period would be discussed and agreed by the Chair of Governors and the Headteacher.

Helping to prevent bullying

We aim to minimise opportunities for bullying through consistent use of our behaviour policy. We also aim to identify any problem times and areas and increase supervision at these times.

The school has implemented a range of preventative strategies aimed at reducing incidents of bullying. These include the use of Playground Buddies to encourage collaborative play, training older pupils to be play leaders and role models for younger children.

Planned work across the curriculum involves pupils in activities designed to promote positive relationships and co-operative behaviour. The school's policy on bullying is reinforced through the PSHE curriculum with a unit of work on anti-bullying in the Autumn Term, "Celebrating Difference".

Each year, staff and pupils have a particular focus on our anti-bullying message during anti-bullying week. Pupils participate in workshops, assemblies and lessons to identify what bullying is, what they should do if they witness bullying and how they can help create a caring environment where all pupils and staff feel safe and respected.

Relationships Education and Health Education

September 2020 saw the introduction of compulsory relationships education and health education for primary-age pupils. Many elements of the curriculum link with our anti-bullying work. By the end of primary school, pupils should know:

- how **important friendships** are in making us feel happy and secure, and how people choose and make friends.
- the **characteristics of friendships**, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

- that **healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.**
- that **most friendships have ups and downs,** and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to **recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict,** how to manage these situations and how to seek help or advice from others, if needed.
- the importance of **respecting others**, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support **respectful relationships**
- about **different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help**.
- what a stereotype is, and how **stereotypes can be unfair, negative or destructive**.
- the importance of **permission-seeking and giving in relationships with friends, peers and adults.**
- that **people sometimes behave differently online**, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the **importance of respect for others online including when we are anonymous.**
- the rules and principles for keeping safe online, how to **recognise risks, harmful content and contact, and how to report them**.
- how to **critically consider their online friendships** and sources of information including awareness of the risks associated with people they have never met.
- **isolation and loneliness can affect children** and that it is very important for children to discuss their feelings with an adult and seek support.
- that **bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing**.
- **where and how to seek support** (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher or the phase leader.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

Review

This policy will be reviewed as and when necessary.

The Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the governing body for discussion.